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AUTHOR Carson, Katharine W.
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ABSTRACT

This evaluation report is a description of an English as a Second Language (ESL) program for non English speaking disadvantaged students whose ability to read and write in their native tongue or English was not adequate to permit school success. The program was funded under the Elementary Secondary Education Act Title I. The purpose of the program was to improve reading grades, reading comprehension, and auditory discrimination. Slightly less than 400 tenth through twelfth grade students from five high schools participated in the program. Students were referred to the program by teachers, guidance counselors, agencies, and family friends. Students attended double periods of ESL classes. Pre and post standardized tests assessed reading improvement and auditory discrimination of the students. The report concluded that all students improved their reading grades at least one grade level. In addition, 74 percent of the students achieved some improvement in English comprehension. (JP)

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EVALUATION REPORT

Function No. 09-59681

NATIVE LANGUAGE ARTS - ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

SCHOOL YEAR 1974-1975

BEST COPY AVAILABLE

KATHARINE W. CARSON

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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UD 016939

An evaluation of a New York City School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1974-1975 school year.

Dr. Anthony J. Polemeni, Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201

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I THE PROGRAM

Description of the Program.

This program was designed for economically disadvantaged students who are speakers of a language other than English, and whose ability to read and write in their native tongue and in English was not adequate enough to permit any degree of success in school. It supplemented a city tax-levy program.

The program was in operation from September 1, 1974 through June 30, 1975. Originally it had been planned to include eleven optional-assignment high schools and to serve approximately 900 students in grade levels 9 through 12. At the time of the program inception, however, only six of these schools, serving slightly less than 400 students, had met the program requirements and could participate. There were 6 teachers and 6 educational assistants. Later in the fall a seventh school was added to the program. An alternative school, its academic year is divided into three cycles, as opposed to semesters. Meantime, two of the first six schools to qualify had to be dropped from the program at mid-year for lack of enough "Title I" students to be eligible for funding. Thus, at the end of the spring 1975 the scope of the project remained the same as in September, i.e., a total of five high schools. Only grade levels 10 through 12 were represented.

Students attended a double period of Native Language Arts or a double period of English as a second language or a double or single period of both, or a single period, according to their individual needs. In most cases the teacher was occupied solely with ESL students, with classes limited to 14-20 students. Most often the teacher gave two double periods of ESL instruction. An exception was one high school where a dual deficiency exists: throughout both semesters an ESL teacher conducted a class in French for Haitians. In another school (the last to enter the program) the ESL teacher--herself bilingual--offered a native language class for Hispanic students during the first cycle. But student preference for a full-time ESL program was so strong that the NLA component was dropped and replaced by another English class throughout the remainder of the year.

The level taught varied with each school and within each class. Except for one school where there were only beginning and advanced level classes, each school provided a beginning, an intermediate, and an advanced level program. Students came from a variety of linguistic backgrounds, with Spanish and French making up the heaviest representation. In one school the largest segment of ESL students was Oriental, predominantly Chinese.

Selection of Subjects.

Various means of student selection were employed--referrals by guidance counselors, agencies, and family friends; class grades, interviews, standardized tests. The pressure of voluntary enrollment was so great that one school was obliged to base its admissions procedure on a preferential drawing from the flood of applications it received.

The criterion set for pupil consideration as an ESL participant was a rating of "C" through "F" on the Puerto Rican Study Scale A ("Rating Pupil's Ability to Speak English"). Eligibility to receive NLA instruction presupposed not only a lack of oral competency or reading and writing skills in English, but a deficiency in visual-graphic ability in the native language. (As stated above, only one school offered an NLA class throughout the academic year.)

All the schools involved in the program had a history of teaching English to speakers of other languages. The federally-funded ESL classes were run in tandem with similar instruction provided from city tax-levy sources. Sufficient flexibility in programming was provided to enable a student to progress to increasingly advanced levels. In other subject areas they were integrated into the mainstream of the student body.

II EVALUATIVE PROCEDURES

Evaluation Objective #1: To determine whether, as a result of participation in the program the reading grade of the participants would show a statistically significant difference between the pre-test and the post-test score.

Subjects: All participants in the NLA program.

Methods and Procedures: The appropriate level of the Prueba de Lectura was to have been administered twice. Since the great majority of the participants proved to be ESL students only, this instrument was not used.

Evaluation Objective #2: To determine whether as a result of participation in the ESL Reading Program, the aural-oral skills in English would show a statistically significant difference between the pre-test and post-test scores.

Subjects: All participants in the ESL program.

Methods and Procedures: In the Evaluation Design it is stated that the Stanford Diagnostic Test would be administered at the beginning and at the end of the program. According to the Project Director, however, that test was never designated for this particular use. He believes the Evaluation Design is in error on this point. The Stanford Achievement Test, Primary Level II, Form A, sub-tests in reading and auditory skills were uniformly conducted on October 16 and on April 16.

Analysis of Data: Data was analyzed by correlated t tests, between pre-test and post-test scores. Test results presented

in this report are derived from the four schools that were involved throughout the program. Thus, the report does not include statistics obtained from the two schools having approximately 100 pupils that were dropped from the program after the first semester, nor does it include figures from the school that entered too late to be included in the pre-testing. One hundred fifty-two student scores were available for analysis. Discrepancies between the Number Tested and the Total N may be ascribed to normal attrition or to absence for other reasons on test days. Some ESL students "graduated" after one semester, i.e., moved into the mainstream of the student body; some few returned to their country of origin; others were absent on one or both test days; and still others were serviced by tutoring only. In one school pupils were shifted between funded classes and tax-levy classes, a factor which necessarily limited the collection of empirical data on their achievement. Data collection was completed at four schools on May 23, 1975; the fifth school submitted its figures on June 19.

Evaluation Objective #3: To determine the extent to which the program as actually carried, coincided with the program as described in the Project Proposal.

Methods and Procedures: The evaluator-consultant observed six different schools on at least two occasions and made a total of 22 visits. Numerous conferences were held in the schools and at the Central Office with coordinators,

principals, department chairmen, teachers, educational assistants and guidance counselors associated with the program.

III FINDINGS

Evaluation Objectives.

Evaluation Objective #1: To determine whether, as a result of participation in the NLA Program, the reading grade in Spanish or French of the participants would show a statistically significant difference between the pre-test and the post-test score.

Results: As noted in Chapter II, there were very few NLA participants in the program, hence the Prueba de Lectura was not administered.

Evaluation Objective #2: To determine whether, as a result of participation in the ESL program, the reading comprehension and auditory discrimination scores in English would show a statistically significant difference between the pre-test and post-test score.

Results: An analysis of the Stanford Achievement Test pre- and post-test scores using a correlated 't' test resulted in a mean difference significant beyond the .001 level (see Tables I and II).

TABLE I

Correlated 't' Test Analysis of SAT Reading Test, Primary Level II Data

Test	N	Mean	S.D.	t	p
Pre	152	2.417	0.594	13.592	$\leq .001$
Post	152	2.793	0.642		

TABLE II

Correlated 't' Test Analysis of SAT Auditory Test, Primary Level II Data

Test	N	Mean	S.D.	t	p
Pre	152	1.771	0.928	10.314	$\leq .001$
Post	152	2.274	1.000		

Significant improvement between the pre- and post-tests was demonstrated for the group as a whole (without regard to the Puerto Rican Scale or grade level).

Pre-post comparisons were also analyzed, first, according to grade designation on the Puerto Rican Scale A, then as a combined group (see Tables III and IV).

Instrument. Stanford Achievement Test, Primary Level II. Students divided according to teacher-determined rating of ability to speak English (Puerto Rican Scale A).

Results. Table III presents the results of pre-post comparisons in reading ability made over the six-month period.

TABLE III

Status changes of student participants from initial testing in fall 1974 to final testing six months later in the spring of 1975.

Initial Ratings	N	Pre-test Scores	Post-test Scores	Improving						No Change		Poorer	
				1.1 or better		.6-1.0		.1-.5					
				No.	%	No.	%	No.	%	No.	%	No.	%
"E/F"	55	2.1	2.5	1	1.8	21	38.2	45	80.8	6	10.9	4	7.3
"D"	43	2.5	2.9	1	2.3	11	25.6	39	90.7	0	0	4	9.3
"C"	54	2.7	3.0	2	3.7	14	25.9	45	83.3	6	11.1	3	5.6
	152			4	2.6%	46	30.3%	129	84.9%	12	7.9%	11	7.2%

From Table III it will be seen that upon conclusion of the program the participants demonstrated the following growth pattern:

84.9% of the participants had advanced .1-.5 gradations, i.e., from one to five months in reading ability;

30.3% of the participants had advanced from .6 to 1.0 gradations;

2.6% of the participants had advanced as much as 1.1 gradations or better.

To summarize the above findings, it may then be said that 85% of those who remained with the program for six months showed some progress in reading skills.

Progress in understanding spoken English was analyzed similarly. Pre-post comparisons are set forth in the same manner in Table IV.

Instrument. Stanford Achievement Test, Primary Level II. Students divided according to teacher-determined rating of ability to speak English (Puerto Rican Scale A).

Results. Table IV presents the results of pre-post comparisons in ability to understand spoken English over the six-month period.

TABLE IV

Status changes of student participants from initial testing in fall 1974 to final testing six months later in the spring of 1975.

Initial Ratings	N	Pre-test Scores	Post-test Scores	Improving						No Change		Poorer	
				1.1 or better		.6-1.0		.1-.5					
				No.	%	No.	%	No.	%	No.	%	No.	%
"E/F"	55	1.3	1.9	9	16.4	26	47.3	41	74.5	7	12.7	7	12.7
"D"	43	1.9	2.4	8	18.6	23	53.5	32	74.4	4	9.3	7	16.3
"C"	54	2.1	2.6	9	16.7	22	40.7	39	72.2	9	16.7	6	11.1
	152			26	17.1%	71	46.7%	112	73.7%	20	13.2%	20	13.2%

From Table IV it will be seen that upon conclusion of the program the participants demonstrated the following growth pattern:

73.7% of the participants had advanced .1-.5 gradations, i.e., from one to five months in auditory skills;

46.7% of the participants had advanced from .6 to 1.0 gradations;

17.1% of the participants had advanced 1.1 gradations or better.

To summarize these findings, it may then be stated that 74% of those who remained with the program for six months showed some progress in understanding English. It will be further noted, from a comparison of percentages in the higher gradation groups on the two tables, that significantly greater advancement occurred in auditory skills than in reading.

Evaluation Objective #3: To determine the extent to which the program as actually carried out, coincided with the program as described in the Project Proposal.

The evaluator made a total of 22 visits and observed more than 50 classes in the schools involved. The impression gained was one of a highly effective interchange between competent, dedicated teachers and unusually well motivated, responsive students.

One of the strengths of the program is the multiplicity and the flexibility of approaches teachers have used toward helping the pupils acquire language skills while making the cultural and the emotional adjustment to their new environment. Most of the teachers had had prior experience in language teaching--some were licensed in English itself, others in a foreign language. Supervision of teaching personnel varied from school to school. The ESL teacher might be responsible to the Chairman of the English, the Speech, or the Foreign Language Department, or to a knowledgeable but only provisionally licensed Coordinator. There seems to be considerable evidence that the techniques already mastered by teachers of foreign languages can be transferred to the ESL classroom. In other words, formal accreditation in the teaching of English is not a sine qua non to a teacher's effectiveness in a class of ESL. With rare exceptions the teachers accepted the suggestions and exploited the resources of the Assistant Director of English as a Second Language for the Board of Education. As a result of the constant foresight of the Central Office teachers are able to rotate materials and experiment with techniques, adapting the treatment to their own talents and temperaments as well as tailoring it to the needs of the pupils.

Teacher training was conducted in the schools on a regular basis. The teacher trainer gave demonstration lessons,

observed classes, arranged for post-observation discussions, gave instruction in the use of new materials, participated in curriculum development, assisted in the training of paraprofessionals, and worked closely with the supervisors.

The teachers' responsiveness to the offerings of the Central Office--in terms of counsel and/or materials--has been consistent and sincere. This receptivity to new ideas and new materials resulted in the use of a variety of techniques throughout the treatment period. The basic audiolingual approach was combined with cognitive methods in varying amounts. Apart from the more structured classroom activities, the teachers found numerous ways to help students apply the English skills they were acquiring to the mastery of other subjects such as geography and social studies. One teacher's emphasis on practicality was brought home most effectively in a lesson on how to apply for a summer job. This included precise directions on how to sift newspaper want-ads for appropriate listings, how to call for an appointment, how to dress for an interview. Other open-ended classroom discussions centered about field trips (museums, zoos, ice-skating parties and the like). Teachers used the class period to have students recapitulate what they had learned in these extra-curricular experiences. All teachers contacted seemed to have given generously of their time and of themselves,

not only in preparation for classes but in planning trips and in consultation with parents, guidance counselors and, in some cases, with street workers.

Materials and Facilities Utilized.

As for the teaching materials utilized this year, all are of generally good quality and together provide an abundant store from which the teacher can pick and choose. Although the Lado Series might still be regarded as the mainstay of the program at the elementary level, there is a definite trend away from this set of texts. This was especially true among teachers who deal with older students having a competency in such subjects as mathematics and chemistry in their own language and who appear to respond better to more sophisticated methods. A continuing effort is under way to develop a substitute for Lado. The Robert J. Dixson books, on the other hand, still have some strong adherents, although one teacher remarked that Essential Idioms in English is the only book of that English series which she likes. The O'Binner Folktale Readers, Skits in English as a Second Language by Hines, and Guided Composition by Baskoff have been particularly successful. The teacher's manual that accompanies Guided Composition evoked appreciative comment.

Reaction to the present methods used for pre-post testing

of ESL achievement was less enthusiastic. The Stanford Achievement Test, which is being used, it seems, faute de mieux, falls short in that it was not designed for ESL students in the first place. This is the general complaint expressed by teachers who conduct the test in this program.

Among the five schools participating throughout the year the physical plants represented a whole spectrum of facilities, from the most modern and spacious and best equipped to the most antiquated, crowded and makeshift installations imaginable. Curiously enough, the students themselves do not seem to display any particular satisfaction with the former, nor do they voice displeasure with the latter. To the outside observer visiting a classroom where the atmosphere most closely resembles a cave of winds, that any significant teaching occurs at all is little short of a miracle. The dearth of electronic teaching aids is to be deplored. In one school there is a state-funded language laboratory which for administrative reasons is off-limits to students in the ESL program. In short, most of the schools are singularly deficient in this area.

The nature and extent of the supportive role of tax-levy projects varies with the school. In most of them there is at least a modicum of cooperation, and in one school in particular the principal is making an admirable effort to backstop the ESL program.

Other district programs did not cross-reference to, or have an impact upon, this program.

Servicing the Needs of the Target Population.

There can be no question that the program is servicing the needs of the population for which it was intended. Persistent monitoring by representatives of the Central Office has eliminated any aberrations that may have existed in the past. Strict adherence to the class size prescribed in the program design, a wide variety of materials available to teachers and students, and most especially the teachers' manifest concern for the individual student--all have characterized the implementation of the program as it was meant to be carried out.

That there was a significant improvement in the general level of school performance there can be no doubt. Statistics are lacking, as there are no consistent records of the students' performance prior to entering the program, nor could a final overall assessment be made of their general performance in time for the writer's deadline. This is not to say there were no indicators of excellence in other subjects which could be attributable at least in part to the benefits of ESL instruction. For example, two ESL students--graduating seniors in their respective schools--were awarded college scholarships in the highly competitive United Federation of Teachers contest. Several other students from ESL classes at one of these two schools have been accepted at Brooklyn College. In a

third school the ESL teacher reported that two of her students had won prizes for excellence in French and in physical education.

Still another factor which attests to the success of the program is the consistently good attendance record maintained in ESL classes. Noted below in Table V are attendance figures for each ESL component and beside them percentages for the total population in the respective high schools (the latter figures for 1973-1974).

TABLE V

A Comparison of Attendance Percentages between ESL Classes and Population in Respective High Schools.

	Fall ESL		Spring ESL		Total for high school
School	No.	%	No.	%	%
A	32	89	35	94	69.74
B	32	94	43	93	75.11
C	39	90	45	89	78.24
D*	30	89	25	91	76.78
E*	30	87	30	87	76.46

* Figures based on two cycles, rather than semesters. Comparison of the ESL figures with the city high school attendance averages brings into high relief one of the most positive effects the program has had, namely, the reduction of truancy.

Recommendations from the last prior study are cited below:

1. That provision be made for an additional field

coordinator trainer.

2. That an additional native-speaking bilingual educational assistant be assigned to any class with 15 students in it.

3. That some additional time be provided for training and exchange institutes and that a full-day conference be scheduled at some point toward the end of the program in order to exchange information on accomplishments in the individual schools and in order to help plan for an improved program for the next year.

4. That there be sufficient personnel to help the schools during the organization period in the spring so that the classes be organized which contain the students who meet the specifications of the program and those who had most benefit from this unique bilingual educational program.

Except where implementation was impossible for lack of sufficient funds, the foregoing recommendations were carried out. There is still only one paraprofessional available to each ESL/NLA teacher. Although additional personnel of this sort could be used to advantage, the continuing necessity to brief new teachers and update the training of the present staff should command first attention.

IV SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In summary, it may be said that the major objectives of the program have been realized. Program objectives of producing a statistically significant improvement in the students'

ability to read and understand English have been met, as shown by the results of the Stanford Achievement Test. Since the audio, lingual, visual and graphic aspects of the language are interdependent, there is strong evidence, although no empirical data to prove it, that advancement in speaking and writing has proceeded at a comparable pace. Where no broad-based data were available on the general level of school performance there were other indicators of excellence attained by individual students. On a wider plane, the importance of the impressive ESL attendance figures throughout the program should not be underestimated.

Conclusion.

It is strongly recommended that the program be continued. The need for the program is patent; the benefits to the students have already been demonstrated. The effort put forth by the teachers is manifestly competent and sincere. Although there are several of its aspects which might effectively be modified, the program has already justified itself in terms of progress achieved.

Recommendations.

1. The most pressing need would appear to be logistical. Expanded facilities in the more congested schools should have a high priority. Along with this is a need for language laboratories, especially in the more crowded schools.

2. A continuing search should be made for a more viable instrument for measuring progress in reading and understanding English as a second language. Such an instrument should be geared to the particular needs of the ESL student.

3. More conferences should be arranged between the various ESL teachers so that they could exchange ideas more frequently than is now the case. Such meetings might be fruitful in several ways: discovering new methods of utilizing the educational assistants, comparing the merits of various texts and other materials, or even in improving efficiency in record-keeping.

V EXEMPLARY PROGRAM ABSTRACT

Not applicable.

OFFICE OF EDUCATIONAL EVALUATION - DATA LOSS FORM

(attach to MIR, item #30) Function #09-59681

In this table enter all Data Loss information. Between MIR, item #30 and this form, all participants in each activity must be accounted for. The component and activity codes used in completion of item #30 should be used here so that the two tables match. See definitions below table for further instructions.

Component Code	Activity Code	(1) Group I.D.	(2) Test Used	(3) Total N	(4) Number Tested/ Analyzed	(5) Participants Not Tested/ Analyzed N	(5) %	(6) Reasons why students were not tested, or if tested, were not analyzed	Number/ Reason
61416	720	10-12	Stan. Read.	376	152	224	59.7	Pre-test given after cutoff date	41
								Absent on 1 of 2 test days -	13
								no reasons given	
								Missed one test because: 1)passed into mainstream	46
								2)entered late /program at midyear Students at schools dropped from	100
								Not present for both tests, non included on data form.	24
61416	720	10-12	Stan. Aud.	376	152	224	59.7		
								Same as above	

(1) Identify the participants by specific grade level (e.g., grade 3, grade 9). Where several grades are combined, enter the last two digits of the component code.
(2) Identify the test used and year of publication (MAT-70, SDAT-74, etc.).
(3) Number of participants in the activity.
(4) Number of participants included in the pre and posttest calculations found on item#30.
(5) Number and percent of participants not tested and/or not analyzed on item#30.
(6) Specify all reasons why students were not tested and/or analyzed. For each reason specified, provide a separate number count. If any further documentation is available, please attach to this form. If further space is needed to specify and explain data loss, attach additional pages to this form.

NATIVE LANGUAGE ARTS - ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS
SCHOOL YEAR 1974-1975

Function No. 09-59681

Use Table 30C. for norm referenced achievement data not applicable to tables 30A. and 30B.

30C. Standardized Test Results

In the table below, enter the requested information about the tests used to evaluate the effectiveness of major project components/activities in achieving desired objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

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Component Code	Activity Code	Test Used[1]	Form Pre	Form Post	Level Pre	Level Post	Total N[2]	Group ID[3]	Number Tested N[4]	Number Tested Score Type[5]	Pretest Date	Pretest Mean	Pretest SD[6]	Posttest Date	Posttest Mean	Posttest SD[6]	Statistical Data Test[7]	Statistical Data Value[8]	Statistical Data Level[9]
061456	720	Stanford Reading	A	A	II	II	152	10-12	152	1	10/74	2.417	0.594	4/75	2.793	0.642	Corr 't'	13.592	$\leq$.001
061456	720	Stanford Auditory	A	A	II	II	152	10-12	152	1	10/74	1.771	0.928	4/75	2.274	1.0	Corr 't'	10.314	$\leq$.001

1/ Identify Test Used and Year of Publication (MAT-58; CAT-70, etc.)
2/ Total number of participants in the activity
3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the last two digits of the component code.
4/ Total number of participants included in the pre and post test calculations.
5/ 1 = grade equivalent; 2 = percentile rank; 3 = Z Score; 4 = Standard score (publisher's); 5 = stanine; 6 = raw score; 7 = other.
6/ S.D. = Standard Deviation
7/ Test statistic (e.g., t; F; X^2).
8/ Obtained value
9/ Specify level of statistical significance obtained (e.g., $p \leq .05$; $p \leq .01$).

-6-
-22-